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Freshman Achievement at Louisiana State University at Eunice in Terms of Certain Factors.

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FRESHMAN ACHIEVEMENT AT LOUISIANA STATE UNIVERSITY AT EUNICE IN TERMS OF CERTAIN FACTORS

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ABSTRACT

The purpose of this study was to investigate the achievement of students at Louisiana State University at Eunice in terms of certain factors that might relate significantly to their success in college during their freshman year.

The records of 941 students who attended Louisiana State University at Eunice from the fall of 1973 to the spring of 1977 and who had completed two courses in freshman English and two courses in freshman mathematics constituted the data source. Data reflecting those students' sex, high school curriculum, race, American College Test (ACT) scores (English, mathematics, and composite), grade point average in high school, grade point overall average freshman year, grade point average in freshman English, grade point average in freshman mathematics, grade point average in first semester English, grade point average in second semester English, grade point average in first semester mathematics, grade point average in second semester mathematics, type of high school from which they graduated and parish in which the high school were collected from those student records and recorded on computer cards.

Statistical analysis used in this study was the one-way analysis of variance.

The following conclusions were reached:

1. The freshman student who had completed a high school college preparatory had significantly higher grade point averages than did the freshman students who had completed a high school noncollege preparatory

program.

2. Freshman students who had completed a high school college preparatory program had significantly higher grade point averages in English than did freshman students who had completed a noncollege preparatory program.

3. Freshman students who had completed a high school college preparatory program had significantly higher grade point averages in mathematics than did freshman students who had completed a noncollege preparatory program.

4. Female freshman students had significantly higher grade point averages than did male freshman students.

5. Caucasian freshman students had significantly higher grade point averages than did Negro students.

6. The type of high school, public/nonpublic, which students attended was not related to their grade point averages during their freshman year.

7. Female freshman students had significantly higher grade point averages in English than did male freshman students.

8. The grade point averages in English for Caucasian freshman students was significantly higher than the grade point averages in English for Negro students.

9. The type of high school which students graduated from was not related to their grade point averages in English during their freshman year.

10. Male freshman students did not have higher grade point averages in mathematics than did female freshman students.

11. The grade point averages in mathematics for Caucasian freshman students was significantly higher than the grade point averages in mathematics for Negro freshman students.

12. The type of high school, public/nonpublic, was not related to their grade point averages in mathematics during their freshman year.

13. There were no significant differences in grade point averages of freshman students on the basis of the size of high school from which they graduated.

14. There were no significant differences in grade point averages in English of freshman students on the basis of the size of high schools from which they graduated.

15. There were no significant differences in grade point averages in mathematics of freshman students on the basis of the size of high schools from which they graduated.

Chapter 1

INTRODUCTION

Numerous studies have been conducted to associate student achievement in colleges and universities with certain factors. The factors or variables used most were high school grades and aptitude/achievement scores on standardized tests. These traditional variables used to predict success in higher education were classified as intellectual factors. Recently attention has been given to nonintellectual factors. There were many categories of nonintellectual factors. For example, there were sex, race and size of high school from which a student graduated.

Review of other studies concerning high school course work and student achievement in college differed. In certain investigations, some significant differences were found while in other studies there were no significant differences. The studies reviewed included a variety of factors. Descriptive data concerning a student's potential for success in college has been limited primarily to high school grades and the results of aptitude/achievement tests.

It was reported in one investigation that high school records were generally the best predictors of college grade point average, specifically in freshman English grade point average and overall

freshman grade point average.[1] However, other data indicated that high school grades in combination with standardized tests such as ACT would be the best predictor of freshman college grades.[2]

Results of investigation on the relationship between high school course patterns and overall student achievement in college differed. In one study it was found that the number of high school courses a student completed in high school did have an effect on freshman college achievement[3] where in another study no significant differences in college achievement were found because of the type of high school program a student completed.[4]

Recommendations were made for further study in this field. For example, Easton recommended that research be conducted in the areas of first semester grade point averages and that research be conducted on other campuses of the Louisiana State University System.[5]

These were two of the areas that were covered in this study. The

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[1]N. B. Preas, "A Study of the Relationship Between Selected Variables and Academic Achievement in a Community College," (North Carolina University, Department of Adult Education, Ed.D. Thesis, 1969), (Washington, D.C.: ERIC Clearinghouse on Adult Education, 1970).

[2]N. S. Cole, "Differential Validity in ACT Tests," ACT Research Report, Vol. XXX, (Iowa City: American College Testing Program, 1969).

[3]Irvin T. Lathrop, "Scholastic Achievement at Iowa State College Associated with High School Size and Course Pattern" (unpublished Doctor's dissertation, Iowa State University of Science and Technology, 1958).

[4]Rudolf E. Leasman, "The Relation of the Pattern of High School Courses to College Success" (unpublished Doctor's dissertation, University of Illinois, 1954).

[5]Stanley Easton, "The Relationship Between Certain High School Course Patterns and Achievement in First Freshman Courses in English, Social Studies, Mathematics, and Natural Sciences at Louisiana State University" (unpublished Doctor's dissertation, Louisiana State University, 1970).

present investigation involved a full spectrum of factors associated with freshman college achievement.

STATEMENT OF THE PROBLEM

The problem of the study was to investigate the achievement of freshman college students at Louisiana State University at Eunice in terms of the following factors: sex, race, American College Test scores, high school grade point average, the size and the type of the high school, the type of high school curriculum (college preparatory or noncollege preparatory), and the parish in which the students' high school was located.

The following questions were formulated to guide the study: Do students who have completed a college preparatory program receive better grades during their freshman year at Louisiana State University at Eunice than students who have completed a noncollege preparatory program? Are the personal data variables of students and the variables pertaining to the high schools which they attended related to student achievement at Louisiana State University at Eunice?

VALUE OF STUDY

An analysis of the types of programs freshmen at Louisiana State University at Eunice pursued while in high school and their later achievement in college should add to the existing knowledge pertaining to the high school preparation necessary for success in college. In addition, as a result of this study, programs may be initiated to provide remedial instruction as well as more realistic advisement at the college level and more accurate career advisement at the secondary

level.

HYPOTHESIS

The null hypothesis was adopted for each factor in this study.

DELIMITATIONS

This study was limited in the following respects:

1. The study was limited to freshman students who were enrolled at Louisiana State University at Eunice from the fall semester of 1973 through the spring semester of 1977.

2. Only students who completed English 1001, English 1002, mathematics 1021 and mathematics 1022 during the above mentioned time period was included in the study.

DEFINITION OF TERMS

ACT

The scores received by the students on the American College Test.

Achievement

A measure of grade point averages was used as a measure of achievement. This was obtained by dividing quality points by hours of course work, when course marks were weighed by some such as the following to obtain grade points: A-4, B-3, C-2, D-1, F-0.

College Preparatory Curriculum

A high school curriculum in which a student takes four units in English and three units in mathematics in order to graduate.

Noncollege Preparatory Curriculum

A high school curriculum in which a student takes the minimum of two units in English and one unit in mathematics in order to graduate.

Size of High School

Size High School 1: 1000 - up

Size High School 2: 999 - 400

Size High School 3: 399 - 200

Size High School 4: 199 - 0

Type of School Attended

Public and nonpublic.

PROCEDURE

Variables

There were eleven independent variables and seven dependent variables in this study. The independent variables were sex, race, score on the English section of the American College Test, score on the mathematics section of the American College Test, composite score of all sections of the American College Test, high school grade point average, year graduated from high school, size of high school, type of high school curriculum (college preparatory or noncollege preparatory), type of school (public or nonpublic) and parish. The first dependent variable was the overall grade point average of freshman students at Louisiana State University at Eunice. The second dependent variable was the grade point average in English. The third dependent variable was the grade point average in mathematics. The fourth dependent variable was the grade received for the first semester in English.

The fifth dependent variable was the grade received for the second semester in English. The sixth dependent variable was the grade received for the first semester in mathematics. The seventh dependent variable was the grade received for the second semester in mathematics.

Procedure for Drawing Samples

All of the students, who attended Louisiana State University at Eunice from 1972 to 1977 and who had completed freshman English and mathematics, were included in the study.

Collection of Data

The data for the study were collected from the records of the students included in the study. The records were located in the Office of Student Affairs at Louisiana State University at Eunice, Eunice, Louisiana. The data were compiled during the months of January and February of 1977. The data were coded and analyzed by computer. Tables were used to report the analyses.

Analysis of Data

The analyses employed were the analysis of variance procedure.

The level of significance for rejection of the null hypothesis was set at the .05 level.

Chapter 2

REVIEW OF RELATED LITERATURE

The purpose of this chapter was to review the literature and research related to this study. The chapter was presented according to factors associated with academic achievement in college.

Descriptive data concerning a student's potential for success in college have been primarily limited to high school grades and to the results of tests of academic aptitude and achievement. Many students, however, with academic ability at the high school level failed to achieve at levels commensurate with their measured potential on a recognized test of academic assessment. The problems and uncertainties of determining a student's success in college have led many to question the validity of prediction based on performance criteria.

As early as the 1920's it was recognized that there were many variables which were thought to associate a student's achievement in college, such as high school grades,[1] achievement/aptitude test scores,[2]

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[1] J. M. Stalnaker, "American Council Psychological Examination for 1926 at Purdue University," School and Society, Vol. XXVI, (1928), p. 86.

[2] Ibid.

reading ability,[3] intelligence,[4] ability to study,[5] mental health,[6] and motivation,[7] among others. However, possibly because of their availability, researchers have tended to emphasize two measures as academic predictors. These were high school grades and achievement/aptitude test scores.

Using these measures, high school performance and test scores, independently or in combination, research showed that variable success can be accomplished in predicting overall scholarship and achievement in college. Preas reported that high school records were generally the best predictors of college grade point average, freshman English grade point average, and freshman mathematics grade point average; but that Scholastic Achievement Test (SAT) scores were specifically the best predictors of college freshman overall grade point average.[8] Cole gathered data from 100 colleges and universities which indicated that high school subject-area grades were more related to college-area grades than were American College Test (ACT scores, although the ACT scores

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[3] Ibid.

[4] A. W. Kornhauser, "The Terman and Thurstone Group Tests as Criteria for Predicting College Success," School and Society, Vol. XXVI, (1927), P. 242.

[5] W. F. Book, "How Well Can College Students Read," School and Society, Vol. XXVI, (1927), p. 242.

[6] Stalnaker, loc. cit.

[7] Ibid.

[8] N. B. Preas, "A Study of the Relationship Between Selected Variables and Academic Achievement in a Community College," (North Carolina University, Department of Adult Education, Ed.D. Thesis, 1969), (Washington, D.C.: ERIC Clearinghouse on Adult Education, 1970).

remained closely related to overall academic success.[9] Loeb and Mueller compared the first semester grade point averages of 5,300 freshman students at the University of Illinois with their predicted grade point averages based on ACT composite scores. They found that the ACT composite was the best predictor for grade point average for the freshman year.[10] In 1970, the Commission on Tests stated that, "for a large and heterogeneous group of college freshmen, the combination of high school grades and aptitude test scores would predict about two-thirds of their freshman grade-point averages within half a letter grade or so."[11] Therefore, the investigator found conflicting reports concerning the predictive value of specific and general area achievement/aptitude tests and high school grades for college success.

Over the past decade several major investigations have been undertaken, which have presented evidence on the different factors having an effect on student achievement. Recent research has tended to emphasize using nonacademic achievement or nonintellectual correlation with high school academic achievement and standardized test scores in the prediction of college success. Conflicting results have been reported

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[9]N. S. Cole. "Differential Validity in ACT Tests," ACT Research Report, Vol. XXX, (Iowa City: American College Testing Program, 1969).

[10]J. W. Loeb and D. J. Mueller, "The Use of a Scale of High Schools in Predicting College Grades," Educational and Psychological Measurement, Vol. XXX, (1970), p. 381.

[11]Commission on Tests, Report of the Commission on Tests: I. Righting the Balance, (New York: College Entrance Examination Board, 1970).

in the literature. Fudge,[12] and Lunneborg and Lunneborg[13] determined that biographical information greatly enhanced the accuracy of success of academic college performance. Spencer and Stallings determined that nonintellective data obtained from the students added nothing to ACT aptitude scores in predicting first semester grade point average.[14] Thus, there has been little agreement as to which nonacademic achievements or biographical data should be considered.

As previously stated, most research literature has generally indicated that high school grades and standardized test scores were the best predictors of academic achievement in college. While these factors have been relatively stable for a majority of freshman students, they appeared to differ somewhat in combination with other factors which seemed instrumental in altering the validity of high school performance, college freshman year performance, and standardized test performance.[15]

Gordon traced the history of accessibility of higher education for Negroes and noted that progress had been made since the middle 60's and the development of the National Defense Education Act.[16]

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[12] J. W. Fudge, "Predicting Academic Performance from Biographical Data," Dissertation Abstracts International, 32 (7-A):3785, January, 1972.

[13] P. W. Lunneborg and C. E. Lunneborg, "The Differential Prediction of College Grades for Biographic Information," (paper presented at American Psychological Association, New York, September, 1966).

[14] R. E. Spencer and W. M. Stallings, "The Student Profile Section of the ACT Related to Academic Success," Journal of College Student Personnel, Vol. IX, (1968), p. 177.

[15] G. W. Miller, Success, Failure, and Wastage in Higher Education, (London: George G. Harrap, 1970), p. 71.

[16] E. W. Gordon, "Access to Higher Education," IRCD Bulletin, Vol. VIII, (1972), pp. 7 - 10.

During the late 1960's many attempts were made to provide equal access and opportunity for ethnic minorities in institutions of higher education. As a result of the turbulent social atmosphere of the time, many colleges and universities established programs aimed at providing increased opportunities. Tutoring and counseling began to show up with regularity on campuses throughout the country, according to Murray.[17] This was evidence that something was really being done to overcome the serious academic disadvantages which these students bring with them.

Using standardized tests and high school grades as part of background needed for entering college it was noted by Hall that Negroes showed significantly lower aptitude and achievement scores than Caucasians.[18] Several reports have indicated that though tests may be termed "biased" against the minority students they were still valid predictors of these students' achievement.[19]

Farver 1975, showed predictions of cumulative grade point averages at the University of Maryland for Negro and Caucasian male and female graduates separately. He reported that high school grade point averages carried more weight in multiple correlations with freshman college grade point averages than with later grades and was a particularly poor predictor for black males, contributing not at all in predicting their

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[17]Richard Murray, "A Comprehensive Program to Maximize Student Development for Disadvantaged and Minority Students," (paper presented at American College Personnel Association, Atlanta, Georgia, March, 1975).

[18]J. W. Hall, "The Effects of Supportive Services for Disadvantaged College Students," Dissertation Abstracts International, 32 (7-A): 3686-3687, January, 1972.

[19]A. J. Jaffe, W. Adams, and S. Meyers, Negro Higher Education in the 1960's, (New York: Praeger, 1968), p. 59.

college cumulative grade point averages.[20]

Several studies have been reported which indicated that sex differences in scholastic abilities were due to acquired aptitudes. For example, it was found that women do better in English and men excell in mathematics.[21] Other studies which investigated various criteria for predicting college academic success have revealed sex differences.[22] Irvine,[23] Michael and others,[24] reported that correlation between traditional predictors and college success were higher for women than men. In terms of college success among freshman students, other studies have demonstrated that women receive higher grades relative to their ability.[25]

Easton found in his investigation that certain high school course patterns were related to significant differences in achievement in first

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[20]A. S. Sedlacek Farver, "Longitudinal Predictions of University Grades for Blacks and Whites," Measurement and Evaluation in Guidance, Vol. VII, (1975), pp. 243 - 250.

[21]E. Walster, T. A. Cleary, and M. M. Clifford, "Research Note: The Effect of Race and Sex on College Admission," Sociology of Education, Vol. XL, (1970), pp. 237 - 244.

[22]D. Speigel and P. Keith-Spiegel, "Multiple Predictors of Course Grades for College Men and Women," Journal of College Student Personnel, Vol. XII, (1971), pp. 44 - 48.

[23]D. W. Irvine, "Estimated Grades and Freshman Achievement, " Vocational Guidance Quarterly, Vol. XIII, (1965), pp. 193 - 195.

[24]W. B. Michael, R. A. Jones, A. Coe, A. Gershon, M. Hoover, K. Katz, and D. Smith, "High School Record and College Board Scores as Predictors of Success in a Liberal Arts Program During the Freshman Year of College," Educational and Psychological Measurement, Vol. XXII, (1962), pp. 399 - 400.

[25]J. C. Stanley, "Further Evidence Via the Analysis of Variance that Women are More Predictable Academically than Men," Ontario Journal of Educational Research, Vol. X, (1967), pp. 49 - 56.

semester freshman courses.[26] He also found that ACT composite scores and sex of the students were related to significant differences in grades in the freshman year.[27] For both male and female, Easton found that if they carried a "light" load of courses in high school, they would obtain below average achievement in first semester English but not necessarily in mathematics.[28]

In general, these studies revealed that school variables, as assessed in these inquiries, showed a variety of effects on student achievement.

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[26]Stanley E. Easton, "The Relation Between Certain High School Course Patterns and Achievement in First Freshman Courses in English, Social Studies, Mathematics, and Natural Sciences at Louisiana State University."

[27]Ibid.

[28]Ibid.

Chapter 3

PROCEDURES OF THE STUDY

The principal purpose of this study was to investigate the achievement of students at Louisiana State University at Eunice in terms of the type of high school program (college preparatory or non-college preparatory) from which they had graduated. Other purposes were to compare the achievement of students on the basis of personal variables and variables pertaining to the high school which they had attended.

Included in this chapter were descriptions of the variables, description of the subjects, the collection of data, and descriptions of the statistical analysis which were used in the study.

VARIABLES

The variables for this study were scores on the English section of the American College Test (ACT), mathematics section of the ACT, composite score on the ACT, high school (cumulative) grade point average, college grade point average, grade point average in English, first semester grade in English, second semester grade in English, grade point average in mathematics, first semester grade in mathematics, second semester grade in mathematics, sex, race, size of high school from which the student graduated, type of curriculum (public/nonpublic schools) which the student completed, the year in which the student

graduated from high school and parish.

Independent Variables

American College Test scores. The American College Test was employed because (1) there was considerable evidence relative to its predictive validity and (2) it was common to all the subjects. The ACT was a four-part test battery consisting of: English usage, mathematics usage, social studies reading, and natural science reading. The English, mathematics and composite scores were used as variables. According to the publishers, the English usage subtest provided measures of students' understanding and use of the basic elements in correct and effective writing including punctuation, capitalization, usage, phraseology, style, and organization. The mathematics usage subtest was purported to measure students' mathematical reasoning ability. The test emphasized the solution of practical mathematic problems which are encountered in many college curricula as well as problems which are taught in many high school mathematics courses.[1]

The scale score system used for the ACT ranged from 1 to 36. The probable error of measurement equaled about one scale score. The reliability coefficient was reported to be .91.[2] The national mean of the scale scores for college bound seniors was 18.5[3] with a standard deviation of 5.

Reliabilities of successive forms of the ACT were estimated by the

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[1]American College Testing Program, Technical Report (Iowa City: American College Testing Program, 1965), p. 2.

[2]Ibid.

[3]Ibid.

split-half method. The Technical Report asserted that this method was recommended by Gulliksen in his Theory of Mental Tests.[4]

High school grade point average. This study also used the high school cumulative grade point average (HSGPA) as a predictor variable. HSGPA was used because of previous studies which have indicated a relationship between grade point average and academic achievement in certain areas in college.[5]

Size of high school. The size of the high school from which a student graduated was used as a variable because it was felt that the size of a school played a significant role in the quality of that school's program. The number associated with the size for this study was based on the formula used by the Louisiana State District Literary and Speech Rally Executive Committee. The four categories are as follows: (1) 1000 & up, (2) 400 - 999, (3) 200 - 399, and (4) 1 - 199.

Parish. The school district from which a student graduated also was included as a variable for this study. It was believed by the investigator that the school districts differed in the quality of education which they provided. The school districts included in this study were Acadia, Allen, Evangeline, Jefferson Davis, Lafayette, St. Landry and Vermilion. Another category was composed of "Out of State" or "Out of Country" students.

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[4]American College Testing Program, Using the ACT on Campus (Iowa City: American College Testing Program, 1972), p. 3.

[5]Ibid. p. 2.

Type of curriculum. As stated previously, the type of high school curriculum, college preparatory/noncollege preparatory (CPNCP) completed by a student was the major consideration in the study. It has been the experience of the investigator that the type of curriculum completed by the student was a good indicator of success or lack of success at Louisiana State University at Eunice.

Type of high school: public/nonpublic. This variable was used because it was felt that the preparation for post-secondary education that the students received in the public school differed from that provided by the nonpublic schools. Also, the student populations of public and nonpublic schools were felt to be different.

Sex. Sex of the student was included as a variable in this study to determine if differences existed in achievement between males and females. Prior studies have indicated that females generally have higher grade point averages in college than do males.[6]

Race. Race of the student was included as a variable because it was felt that this difference may also influence the achievement of the student. Additionally prior studies have indicated differences in achievement between Caucasians and Negroes.[7]

Dependent Variables

College grade point average. The cumulative college grade point average for each student was used as a measure of academic success at

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[6] Ibid.

[7] Ibid.

Louisiana State University at Eunice. This was one of the three dependent variables used in the analysis of the variance portion of the study. Other dependent variables were grade point average in freshman English, grade point average in freshman mathematics, first semester grade in English, second semester grade in English, first semester grade in mathematics, and second semester grade in mathematics.

DESCRIPTION OF THE SUBJECTS

The subjects for this study were all those students who attended Louisiana State University at Eunice from fall, 1973, to spring, 1977, and who had completed two courses in freshman English and two courses in freshman mathematics. There were 574 males and 367 females, 895 whites and 46 blacks included in the study. All but 128 subjects had attended a college preparatory high school program. The size of the high schools attended by the subjects ranged from 131 to 1,286. Three hundred fifty-seven of the subjects had attended nonpublic high schools. A majority of the subjects were from three parishes: Acadia, Evangeline, and St. Landry.

COLLECTION OF DATA

The cumulative records of the subjects which contain the high school transcripts, the ACT scores, personal data sheets, and university ledgers showing grades for all courses taken, constituted the primary source of data for this study. To determine the size of high school from which a student graduated and the parish in which a student attended high school, a cross reference between the cumulative record and the 1975-76 Louisiana School Directory, Publication Number 1453,

was utilized. The cumulative records of the subjects were examined and the data to be included in this study were recorded on I.B.M. code sheets. The data on these code sheets were punched onto computer cards and the required statistical procedures were performed.

ANALYSIS OF DATA

An analysis of variance procedure was used to determine the significance of the differences between the cumulative grade point average, the grade point average in freshman mathematics, and the grade point average in freshman English of the various subgroups formed on the basis of college preparatory/noncollege preparatory program, sex, race, size of high school, type of school: public/nonpublic, and parish.

The means and standard deviations were calculated for each variable. They were discussed to determine the significance of the differences between means and were presented in tables. Also a one-way analysis of variance on the groups was used. These were also presented in tables. The computed value of F was discussed in relationship with the calcualted value of F for the groups. The value of P was also presented. It was then determined if the null hypothesis was accepted or rejected.

Chapter 4

ANALYSIS OF DATA

The purpose of this chapter was to present and analyze the data relative to freshman achievement at Louisiana State University at Eunice in terms of certain factors. The questions will be analyzed in sequential order with their respective findings.

Question Number One

Do freshman students at Louisiana State University at Eunice who have completed a high school college preparatory program have significantly higher grade point averages than freshman students at Louisiana State University at Eunice who have completed a high school noncollege preparatory program?

In determining the answer to this question, the mean and standard deviation was calculated for each group. The results of this analysis are presented in Table 1.

Table 1

Means and Standard Deviations of the Grade Point Averages of the High School College Preparatory Program Graduates and the High School Noncollege Preparatory Program Graduates

Group	Mean	SD	N
CP	2.50	.75	813
NCP	1.63	.67	128

Table 1 indicated that the mean grade point average of the high school college preparatory program graduates was 2.50. The mean grade point average of the high school noncollege preparatory program graduates was 1.63. The difference of .87 was significant beyond the .05 level.

For the convenience of the reader, a one-way analysis of variance on the two groups was used. The results are presented in Table 2.

Table 2

Comparison of College Grade Point Averages of Freshman Students Who Completed a High School College Preparatory Program With Freshman Students Who Completed a High School Noncollege Preparatory Program

Source	df	Sum of squares	F	P
Between	1	83.59	153.78	<.001
Within	939	510.39		
Total	940	593.98		

In order for the difference in grade point averages between the students who completed a high school college preparatory program and those who completed a noncollege preparatory program to have been significant at the .05 level, the value of F with degrees of freedom 1 and 939 had to be greater than 3.85. The computed value of F was 153.78, which exceeded the value of F necessary for significance at the .05 level. Therefore, the null hypothesis was rejected. The freshman students who had completed a high school college preparatory program has significantly higher grade point averages than did the

freshman students who had completed a high school noncollege preparatory program.

Question Number Two

Do freshman students at Louisiana State University at Eunice who have completed a high school college preparatory program have significantly higher grade point averages in English than freshman students at Louisiana State University at Eunice who have completed a high school noncollege preparatory program?

In determining the answer to this question, the mean and standard deviation was calculated for each group. The results of the analysis are presented in Table 3.

Table 3

Means and Standard Deviations of the High School College Preparatory Program and High School Noncollege Preparatory Program Groups for Grade Point Averages in English

Group	Mean	SD	N
CP	2.47	.85	813
NCP	1.57	.83	128

Table 3 indicates that the mean grade point averages in English for the graduates of a high school college preparatory program was 2.47. The graduates of the noncollege preparatory program was 1.57. The difference of .90 was highly significant.

The results of a one-way analysis of variance on the two groups

was used. The results of the analysis are presented in Table 4.

Table 4

Comparison of College Grade Point Averages in English of Students Who Had Completed a High School College Preparatory Program With Students Who Had Completed a High School Noncollege Preparatory Program

Source	df	Sum of squares	F	P
Between	1	89.69	124.53	<.001
Within	939	676.28		
Total	940	765.97		

In order for the difference in grade point averages in English between the students who completed a high school college preparatory program and those who completed a noncollege preparatory program to have been significant at the .05 level, the value of F with the degrees of freedom indicated in Table 3 had to be greater than 3.85. The obtained value of F was 124.53, which exceeded the value of F necessary for significance at the .05 level. Therefore, the null hypothesis was rejected. The freshman students who had completed a high school college preparatory program had significantly higher grade point averages in English than did freshman students who had completed a noncollege preparatory program.

Question Number Three

Do freshman students at Louisiana State University at Eunice who have completed a high school college preparatory program have

significantly higher grade point averages in mathematics than freshman students at Louisiana State University at Eunice who have completed a high school noncollege preparatory program?

In determining the answer to this question, the mean and standard deviation was calculated for each group. The results of the analysis are presented in Table 5.

Table 5

Means and Standard Deviations of the High School College Preparatory Program and High School Noncollege Preparatory Program Groups in Mathematics

Group	Mean	SD	N
CP	2.57	1.05	813
NCP	1.44	1.05	128

Table 5 indicates that the mean grade point average in mathematics for the graduates of a high school college preparatory program was 2.57. The graduates of the noncollege preparatory program was 1.44. The difference of 1.13 was highly significant.

The results of a one-way analysis of variance on the two groups was used. The results of the analysis are presented in Table 6.

Table 6

Comparison of College Grade Point Averages in Mathematics of Students Who Had Completed a High School College Preparatory Program With Students Who Had Completed a High School Noncollege Preparatory Program

Source	df	Sum of squares	f	P
Between	1	140.73	128.03	<.001
Within	939	1032.13		
Total	940	1172.86		

In order for the differences to have been significant at the .05 level, the value of F, with degrees of freedom of 1 and 939, had to be greater than 3.85. The computed value of F was 128.03. Therefore, the null hypothesis was rejected. Freshman students who had completed a high school college preparatory program had significantly higher grade point averages in mathematics than did freshman students who had completed a noncollege preparatory program.

Question Number 4

Do female freshman students at Louisiana State University at Eunice have significantly higher grade point averages than male freshman students at Louisiana State University at Eunice?

The means and standard deviations of the grade point averages of male and female freshman students are presented in Table 7.

Table 7

Means and Standard Deviations of the Grade Point Averages of Male and Female Freshman Students

Group	Mean	SD	N
Male	2.30	.756	574
Female	2.52	.835	367

Table 7 indicates that the mean grade point averages for male students was 2.30 and the mean grade point averages for female students was 2.52. The difference in means of the groups was .22. This appeared to be significant.

The results of a one-way analysis of variance on the two groups was used. The results are presented in Table 8.

Table 8

Comparison of Grade Point Averages of Male and Female Freshman Students

Source	df	Sum of squares	F	P
Between	1	11.47	18.5	<.001
Within	939	582.51		
Total	940	593.98		

In order for the differences between the grade point averages of male and female freshman students to have been significant at the .05

level, the value of F, with degrees of freedom of 1 and 939, had to be greater than 3.85. The computed value of F was 18.5. Therefore, the null hypothesis was rejected. Female freshman students at Louisiana State University at Eunice had significantly higher grade point averages than did male freshman students at Louisiana State University at Eunice.

Question Number Five

Do Caucasian freshman students at Louisiana State University at Eunice have significantly higher grade point averages than Negro freshman students at Louisiana State University at Eunice?

In determining the answer to this question, the mean and standard deviation was calculated for each group. The results of the analysis are presented in Table 9.

Table 9

Means and Standard Deviations of the Grade Point Averages of Caucasian and Negro Freshman Students

Group	Mean	SD	N
Caucasion	2.42	.776	895
Negro	1.62	.781	46

Table 9 indicates that the mean grade point averages for Caucasian freshman students was 2.42. The mean grade point averages for Negro freshman students was 1.62. The difference of .80 was significant.

A one-way analysis of variance on two groups was used to test

this question. The results of the analysis are presented in Table 10.

Table 10

Comparison of College Grade Point Averages of Caucasian Freshman Students and Negro Freshman Students

Source	df	Sum of squares	F	P
Between	1	28.14	46.7	<.001
Within	939	565.84		
Total	940	593.98		

In order for the differences to have been significant at the .05 level, the value of F, with degrees of freedom of 1 and 939 had to be greater than 3.85. The computed value of F was 46.7. Therefore, the null hypothesis was rejected. Caucasian freshman students at Louisiana State University at Eunice had significantly higher grade point averages than did Negro freshman students at Louisiana State University at Eunice.

Question Number Six

Do freshman students at Louisiana State University at Eunice who graduated from nonpublic schools have significantly higher grade point averages than freshman students at Louisiana State University at Eunice who graduated from public schools?

In determining the answer to this question, the mean and standard deviation was calculated for each group. The results of the analysis are presented in Table 11.

Table 11

Means and Standard Deviations of Grade Point Averages of Students Graduating From Public and Nonpublic High Schools

Group	Mean	SD	N
Public	2.35	.80	584
Nonpublic	2.44	.78	357

Table 11 indicates that the mean grade point averages of students graduating from public schools are 2.35. The graduates of nonpublic schools have a mean grade point average of 2.44. The difference in the means of the groups was .09 and did not appear significant.

A one-way analysis of variance on two groups was used to test this question. The results of the analysis are presented in Table 12.

Table 12

Comparison of College Grade Point Averages of Freshman Students Who Graduated from Nonpublic and Public Schools

Source	df	Sum of squares	F	P
Between	1	2.23	3.53	=.06
Within	939	591.75		
Total	940	593.98		

In order for the difference in grade point averages between

students who graduated from nonpublic and public schools to have been significant at the .05 level, the value of F, with 1 and 939 degrees of freedom, had to be greater than 3.85. The obtained value of F was 3.53 which did not exceed the value of F necessary for significance at the .05 level. Therefore, the null hypothesis was not rejected. The type of high school which students attended was not related to their grade point averages during their freshman year at Louisiana State University at Eunice.

Question Number Seven

Do female freshman students at Louisiana State University at Eunice have significantly higher grade point averages in English than freshman students at Louisiana State University at Eunice?

In determining the answer to this question, the mean and standard deviation was calculated for each group. The results of the analysis are presented in Table 13.

Table 13

Means and Standard Deviations of the Grade Point Averages in English of Male and Female Freshman Students

Group	Mean	SD	N
Male	2.21	.85	574
Female	2.57	.94	367

Table 13 indicates that the mean grade point average of male freshman students in English was 2.21. The mean grade point average for

female freshman students in English was 2.57. The difference in the means of the groups was .36. The difference was significant.

A one-way analysis of variance on two groups was used to investigate this question. The results of the analysis are presented in Table 14.

Table 14

Comparison of Female and Male Grade Point Averages in Freshman English

Source	df	Sum of squares	F	P
Between	1	28.38	36.13	<.001
Within	939	737.58		
Total	940	765.96		

In order for the difference in grade point averages in English between female and male freshman students to have been significant at the .05 level, the value of F, with 1 and 939 degrees of freedom, had to be greater than 3.85. The computed value of F was 36.13, which exceeded the required value of F for significance. Therefore, the null hypothesis was rejected. Female freshman students at Louisiana State University at Eunice had significantly higher grade point averages in English than did male freshman students at Louisiana State University at Eunice.

Question Number Eight

Will there be a significant difference in grade point averages in

English between Caucasian and Negro freshman students at Louisiana State University at Eunice?

In determing the answer to this question, the mean and standard deviation was calculated for each group. The results of the analysis are presented in Table 15.

Table 15

Means and Standard Deviations of the Grade Point Averages in English for Caucasian and Negro Freshman Students at Louisiana State University at Eunice

Group	Mean	SD	N
Caucasion	2.39	.89	895
Negro	1.71	.93	46

Table 15 indicates that the mean grade point average in English of Caucasian students was 2.39. The mean grade point average in English for Negro students was 1.71. The difference of .68 is highly significant.

To test this question, a one-way analysis of variance on two groups was used. The results of the analysis are presented in Table 16.

Table 16

Comparison of Caucasian and Negro Freshman Students Grade Point Averages in English

Source	df	Sum of squares	F	P
Between	1	20.17	25.39	<.001
Within	939	745.80		
Total	940	765.97		

In order for the difference in grade point averages in English between Caucasian and Negro freshman students to be significant at the .05 level, the value of F had to be greater than 3.85. The obtained value was 25.39, which exceeded the required value of F necessary for significance. Therefore, the null hypothesis was rejected. The grade point averages in English for Caucasian freshman students at Louisiana State University at Eunice was significantly higher than the grade point averages in English for Negro students.

Question Number Nine

Do freshman students at Louisiana State University at Eunice who graduated from nonpublic schools have significantly higher grade point averages in English than freshman students at Louisiana State University at Eunice who graduated from public schools?

In determining the answer to this question, the mean and standard deviation was calculated for each group. The results of the analysis are presented in Table 17.

Table 17

Means and Standard Deviations of Grade Point Averages in English for Graduates of Public and Nonpublic Schools

Group	Mean	SD	N
Public	2.34	.93	584
Nonpublic	2.37	.86	357

Table 17 shows that the mean grade point average in English of freshman students who graduated from nonpublic high schools was 2.37. The graduates of public high schools has a mean grade point average in English of 2.34. The difference of .03 was not found to be significant.

The results of a one-way analysis of variance on the two groups was used. The results of the analysis are presented in Table 18.

Table 18

Comparison of Nonpublic and Public School Graduates on the Basis of Grade Point Averages in English

Source	df	Sum of squares	F	P
Between	1	.20	.25	=.616
Within	939	765.76		
Total	940	765.96		

In order for the difference in grade point averages in English

between nonpublic and public schools to have been significant at the .05 level, the value of F, with 1 and 939 degrees of freedom, had to be greater than 3.85. The computed value of F was .25, which did not exceed the required value of F. Therefore, the null hypothesis was not rejected. The type of high school which students attended was not related to their grade point averages in English during their freshman year at Louisiana State University at Eunice.

Question Number Ten

Do male freshman students at Louisiana State University at Eunice have significantly higher grade point averages in mathematics than female freshman students at Louisiana State University at Eunice?

In determining the answer to this question, the mean and standard deviation was calculated for each group. The results of the analysis are presented in Table 19.

Table 19

Means and Standard Deviations of Grade Point Averages in Mathematics for Male and Female Freshman Students

Group	Mean	SD	N
Male	2.28	1.09	574
Female	2.63	1.13	367

Table 19 indicates that the mean grade point average in mathematics for freshman male students was 2.28 and the mean grade point average for freshman female students was 2.63. The difference of .35 was

significant.

The results of a one-way analysis of variance on the two groups was used. The results of the analysis are presented in Table 20.

Table 20

Comparison of Male and Female Freshman Students on the Basis of Grade Point Average in Mathematics

Source	df	Sum of squares	F	P
Between	1	28.81	23.65	<.001
Within	939	1144.06		
Total	940	1172.87		

In order for the difference in grade point average in mathematics between male and female freshman students to be significant at the .05 level, the value of F with 1 and 939 degrees of freedom, had to be greater than 3.85. The computed value of F was 23.64, which exceeded the required value of F for significance. Therefore, the null hypothesis was not rejected. Male freshman students at Louisiana State University at Eunice did not have higher grade point averages in mathematics than did female freshman students at Louisiana State University at Eunice.

Question Number Eleven

Do Caucasian freshman students at Louisiana State University at Eunice have significantly higher grade point averages in mathematics than Negro freshman students at Louisiana State University at Eunice?

In determining the answer to this question, the mean and standard deviation was calculated for each group. The results are presented in Table 21.

Table 21

Means and Standard Deviations of Grade Point Averages in Mathematics for Caucasian and Negro Students

Group	Mean	SD	N
Caucasion	2.47	1.09	895
Negro	1.35	1.14	46

Table 21 indicates that the mean grade point average in mathematics for Caucasian students was 2.47. The mean grade point average in mathematics for Negro students was 1.35. The difference was .12. This appeared to be significant.

To test this question, a one-way analysis of variance on two groups was used. The results of this analysis are presented in Table 22.

Table 22

Comparison of Caucasian and Negro Students on the Basis of Grade Point Averages in Mathematics

Source	df	Sum of squares	F	P
Between	1	55.19	46.37	<.001
Within	939	1117.68		
Total	940	1172.87		

In order for the difference in grade point average in mathematics between Caucasian and Negro freshman students to be significant at the .05 level, the value of F had to be greater than 3.85. The obtained value of F was 46.37 which exceeded the required value of F necessary for significance. Therefore, the null hypothesis was rejected. The grade point averages in mathematics for Caucasian freshman students at Louisiana State University at Eunice was significantly higher than the grade point averages in mathematics for Negro freshman students.

Question Number Twelve

Do freshman students at Louisiana State University at Eunice who graduated from nonpublic schools have significantly higher grade point averages in mathematics than freshman students at Louisiana State University at Eunice who graduated from public schools?

In determining the answer to this question, the mean and standard deviation was calculated for each group. The results of the analysis are presented in Table 23.

Table 23

Means and Standard Deviations of Grade Point Averages in Mathematics of Graduates of Public and Nonpublic Schools

Group	Mean	SD	N
Public	2.36	1.16	584
Nonpublic	2.50	1.04	357

Table 23 indicates that the mean grade point average in mathematics for graduates of public high schools was 2.36. The graduates of nonpublic high schools was 2.50. The difference of .14 was not significant.

The results of a one-way analysis of variance on the two groups was used. The results of the analysis are presented in Table 24.

Table 24

Comparison of Graduates of Nonpublic and Public High Schools on the Basis of Grade Point Averages in Mathematics

Source	df	Sum of squares	F	P
Between	1	4.05	3.26	=.071
Within	939	1168.81		
Total	940	1172.86		

In order for the difference in grade point averages in mathematics between graduates of nonpublic and public schools to have been significant at the .05 level, the value of F with 1 and 939 degrees of

freedom, had to be greater than 3.85. The obtained value was 3.26, which did not exceed the required value of F. Therefore, the null hypothesis was not rejected. The type of high school which the students attended (public/nonpublic) was not related to their grade point averages in mathematics during their freshman year at Louisiana State University at Eunice.

Question Number Thirteen

Is there a significant difference in the grade point averages of freshman students classified according to size of high school?

In determining the answer to this question, the mean and standard deviations of the grade point averages of freshman students for the four groups of high schools based on size were presented in Table 25.

Table 25

Means and Standard Deviations of Grade Point Averages of Freshman Students Who Graduated from Various Size High Schools

Group	Mean	SD	N
Size High School 1, 1000 - up	2.41	.87	108
Size High School 2, 999 - 400	2.35	.79	358
Size High School 3, 399 - 200	2.41	.77	333
Size High School 4, 199 - 0	2.40	.82	142

Table 25 indicated that there is little difference among the mean grade point averages of the four groups. The differences were not large enough to be statistically significant.

To test this question, a one-way analysis of variance (nondirectional) was used. The results of the analysis are presented in Table 26.

Table 26

Comparison of Sizes of High Schools on the Basis of Grade Point Averages for the Graduates of Those High Schools

Source	df	Sum of squares	F	P
Between	3	.87	.46	=.71
Within	937	593.11		
Total	940	593.98		

In order for differences to have existed among the groups in grade point averages at the .05 level of significance using a two-tailed test the value of F, with 3 and 937 degrees of freedom, had to be greater than 5.22. The calculated value of F was .46. Therefore, the null hypothesis was not rejected. There were no significant differences in grade point averages of freshman students on the basis of the size of high school from which they graduated.

Question Number Fourteen

Is there a significant difference in the grade point averages of freshman students in English classified according to size of high school?

In determining the answer to this question, the means and standard deviations of the grade point averages in English of the groups of high schools based on size were presented in Table 27.

Table 27

Means and Standard Deviations of Grade Point Averages in English of Freshman Students Who Graduated from Variou Size High Schools

Group	Mean	SD	N
Size High School 1, 1000 - up	2.41	1.02	108
Size High School 2, 999 - 400	2.33	.89	358
Size High School 3, 399 - 200	2.40	.89	333
Size High School 4, 199 - 0	2.26	.85	142

Table 27 indicates that the mean grade point average of the four groups are almost consistent within a .07 and .14 difference. This was found to have no significance.

A one-way analysis of variance on two groups was used to test this question. The results of the analysis were presented in Table 28.

Table 28

Comparison of Sizes of High Schools on the Basis of Grade Point Averages for Freshman English of the Graduates of Those High Schools

Source	df	Sum of squares	F	P
Between	3	2.49	1.02	=.384
Within	937	763.48		
Total	940	765.97		

In order for differences to have existed among the groups in grade point averages in Egnlish at the .05 level of significance using a two-tailed test the value of F, with 3 and 937 degrees of freedom, had to be greater than 5.22. The calculated value of F was 1.02. Therefore, the null hypothesis was not rejected. There were no significant differences in grade point averages in English of freshman students on the basis of the size of high schools from which they graduated.

Question Number Fifteen

Is there a significant difference in the grade point averages of freshman students in mathematics classified according to size of high school?

In determining the answer to this question, the means and standard deviations of the grade point averages in mathematics of the groups of high schools based on size are presented in Table 29.

Table 29

Means and Standard Deviations of Grade Point Averages in Mathematics of Freshman Students Who Graduated from Various Size High Schools

Group	Mean	SD	N
Size High School 1, 1000 - up	2.47	1.18	108
Size High School 2, 999 - 400	2.40	1.14	358
Size High School 3, 399 - 200	2.42	1.09	333
Size High School 4, 199 - 0	2.40	1.07	142

Table 29 indicates that the mean grade point average of the four groups are consistent within a .00 to .07 range. There was no significance.

To test this question, a one-way analysis of variance was used. The results of the analysis are presented in Table 30.

Table 30

Comparison of Sizes of High Schools on the Basis of Grade Point Averages for Freshman Mathematics of the Graduates of Those High Schools

Source	df	Sum of squares	F	P
Between	3	50.93	.122	$<.001$
Within	937	1121.93		
Total	940	1172.86		

In order for differences to have existed among the groups in grade point averages in English at the .05 level of significance using a two-tailed test the value of F, with 3 and 937 degrees of freedom, had to be greater than 5.22. The calculated value of F was .122. Therefore, the null hypothesis was not rejected. There were no significant differences in grade point averages in mathematics of freshman students on the basis of the size of high schools from which they graduated.

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

This study was undertaken in an attempt to investigate the achievement of students at Louisiana State University at Eunice in terms of certain factors that might relate significantly to their success in college during their freshman year.

The records of 941 students who attended Louisiana State University at Eunice from the fall of 1973 to the spring of 1977 and who had completed two courses of freshman English and two courses in freshman mathematics were examined. Data reflecting those students' sex, high school curriculum, race, American College Test (ACT) scores (English, mathematics, and composite), grade point average in high school, grade point overall average freshman year, grade point average in freshman English, grade point average in freshman mathematics, grade point average in first semester English, grade point average in second semester English, grade point average in first semester mathematics, grade point average in second semester mathematics, type of high school from which they graduated and parish were recorded.

Statistical analysis used in this study was one-way analysis of variance.

CONCLUSIONS

The analysis of the data presented in this study seemed to justify the following conclusions:

1. Freshman students who had completed a high school college preparatory program had significantly higher grade point averages than did freshman students who had completed a high school noncollege preparatory program.

2. Freshman students who had completed a high school college preparatory program had significantly higher grade point averages in English than did freshman students who had completed a noncollege preparatory program.

3. Freshman students who had completed a high school college preparatory program had significantly higher grade point averages in mathematics than did freshman students who had completed a noncollege preparatory program.

4. Female freshman students at Louisiana State University at Eunice had significantly higher grade point averages than did male freshman students at Louisiana State University at Eunice.

5. Caucasian freshman students at Louisiana State University at Eunice had significantly higher grade point averages than did Negro students at Louisiana State University at Eunice.

6. The type of high school, public/nonpublic, which students attended was not related to their grade point averages during their freshman year at Louisiana State University at Eunice.

7. Female freshman students at Louisiana State University at Eunice had significantly higher grade point averages in English than

did male freshman students at Louisiana State University at Eunice.

8. The grade point averages in English for Caucasian freshman students at Louisiana State University at Eunice was significantly higher than the grade point averages in English for Negro students.

9. The type of high school which students graduated from was not significantly related to their grade point averages in English during their freshman year at Louisiana State University at Eunice.

10. Male freshman students at Louisiana State University at Eunice did not have higher grade point averages in mathematics than did female freshman students at Louisiana State University at Eunice.

11. The grade point averages in mathematics for Caucasian freshman students at Louisiana State University at Eunice was significantly higher than the grade point averages in mathematics for Negro freshman students.

12. The type of high school, public/nonpublic, was not related to grade point averages in mathematics during the freshman year at Louisiana State University at Eunice.

13. There were no significant differences in grade point averages of freshman students classified on the basis of the size of high school from which they graduated.

14. There were no significant differences in grade point averages in English of freshman students classified on the basis of the size of high schools from which they graduated.

15. There were no significant differences in grade point averages in mathematics of freshman students classified on the basis of the size of high schools from which they graduated.

RECOMMENDATIONS

From the data gathered and analyzed in this study, the following recommendations for further study are made:

1. The present study might be replicated at other campuses of the Louisiana State University System and at other Louisiana colleges and universities.

2. Additional nonintellective factors should be added as variables such as, employment, socio-economic background and marital status.

3. Additional studies should investigate other criterion variables, for example: grade point average in first and second semester history, grade point average in first and second semester science, and overall grade point average in history and science.

4. More research should be conducted to study attrition rate of students.

5. As a result of the conclusion of this study, students planning to attend college should be counseled concerning the type of high school preparatory program they should follow while in high school.

6. Students entering college that did not follow a college preparatory program be counseled concerning the type of college courses he should pursue.

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VITA

Nancy Ann Lyons Webb, the daughter of Nancy Lyons Ayo and the late Claude C. Lyons, was born in Crowley, Louisiana, February 20, 1937. She graduated from Crowley High School in 1955. She attended Centenary College and received a Bachelor of Science degree from Louisiana State University in 1959. The Master of Education degree in Guidance and Psychology was awarded to her from Louisiana State University in 1963.

During the years 1959-67 she served as teacher and counselor in schools in Lafayette and Acadia Parishes. At the present time, she is Director of Student Affairs at Louisiana State University at Eunice and Associate Professor of Education.

She is married to George G. Webb. They are parents of one son, George G. Webb, Jr.

EXAMINATION AND THESIS REPORT

Candidate: Nancy Ann Lyons Webb

Major Field: Education

Title of Thesis: Freshman Achievement At Louisiana State University At Eunice In Terms Of Certain Factors

Approved:

Major Professor and Chairman

Dean of the Graduate School

EXAMINING COMMITTEE:

Date of Examination:

April 21, 1978